

Matryoshka Magic: Language Magazine

Business Model

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Perspectives

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I. Executive Summary:

20.6% of the US population is bilingual or multilingual (Center for Immigration Studies). Supporting bilingual language development in young children is beneficial for their cognitive development, theory of mind (Siegal et al., 2010), and metalinguistic awareness (Diaz and Farrar, 2018). However, raising bilingual children in the United States is difficult for families because US school systems support monolingualism and oftentimes encourage students to lose their native language (Han & Huang, 2010; Portes & Hao, 1998). After speaking to multiple parents who are singularly teaching their children bilingualism, it became clear that the current bilingual teaching methods were unsustainable. A statistical report from the Commission of Language Learning concluded that the longer a family has lived in the US, the less likely they are to know their families native language and often by the third generation, almost 100% of the generation does not speak their family's native language at all (2022). This is a fate that many bilingual parents I have talked to fear, yet they feel overwhelmed by the lack of support and adequate resources.

To address this rapid decline in native language fluency, I propose a subscription-based service that delivers Russian and Ukrainian magazines to children, 3-5 years old, and parents to support bilingual learning. The impact we aim to have is that the magazine will *begin* to help parents and children appreciate their family's culture and help provide a fundamental understanding of their family's language. The magazine will consist of fun and effective language activities such as stories, crafts, academic activities, and imaginative play activities. The most important quality of the solution is the addition of Russian and Ukrainian pronunciations using English letters (e.g. привет/ privet). This addition intends to invite the non-native speaking parent into the process of language learning therefore, meeting the

pain-point of parental cognitive overload by providing cognitive relief for the native-speaking parent because the non-speaking parent can participate in the language learning. While the non-speaking parent can be involved, the native speaking parent is still a necessary contributor to ensure that the words are properly pronounced. The magazines are developmentally appropriate so that a toddler can independently or with minimal scaffolding engage with the magazine. The magazines follow themes based on different cultural holidays, the seasons, and developmental milestones to increase familiarity with the cultural traditions and encourage cultural appreciation. Additionally, we will have competitions where users can submit their work they completed in the magazine to win a small prize. Finally, the magazine will have QR codes to offer parents the chance to leave direct feedback about their experience using the magazine. The last two elements aim to create a feedback loop where we can track whether we are meeting our anticipated impact.

II. Need and Opportunity

a. Overview of the Social Problem

The problem I am addressing is the decrease in native language retention in families with one native language speaker in the house (Grosjean, 2015). Based on research and interviews with parents in this demographic, they struggle to maintain their languages in the house because their children are surrounded by the dominant language which results in children devaluing the native language. As children become more exposed to the dominant language they are at risk of not only losing the language fluency, but also losing connection with their culture's value system. Ruth Lingxin Yan (2003) discovered in her research, "that maintaining native language was important to parents, because of its impact on heritage culture, religion, moral values, community connections, and broader career opportunities" (*The Importance of Maintaining*

Native Language | Forbes and Fifth | University of Pittsburgh, n.d.). Fundamentally, the loss of bilingualism/ heritage language has major negative implications on the family unit, self-identity, social connection, and economic growth both individually and as a society (n.d.).

b. Root Causes:

One of the root causes of children not speaking their family's native language is that their parents experience cognitive overload, and as a result stop teaching the language at home. The responsibilities of parenthood in addition to teaching a second language can lead to cognitive overload. When parents experience cognitive overload it can lead to many responses such as passivity (Mayo Clinic, 2022). Some causes of parental overload are that parents struggle to find materials and tools to support language development. Many parents I interviewed expressed that if they are experiencing cognitive overload, it was easier to let their child speak the language they want to speak (English) rather than asking them to speak the native language. This is an example of parents becoming passive to their children's native language development which further perpetuates native language loss (Mayo Clinic, 2022). Therefore, if parents can feel supported in teaching their children's language development, then they may be more willing to sustain their child's language development.

c. Environmental Landscape:

The geographical location I choose to pilot my venture is the Hudson Valley. Throughout the Hudson Valley there are many Russian and Ukrainian communities that would benefit from the magazine to support language appreciation and development. I will be directly selling to these communities however, because there are many pockets of communities, I expect that word of mouth would project the product much faster into different families than if I were to introduce the product into communities that were isolated from other speakers. However, my product is

distributed through an online retailer, Amazon, which means that I can expand to other communities fairly quickly by advertising on Amazon or other platforms.

d. Barriers

The barriers that I can foresee are lack of awareness of the product and resistance to change. To address lack of awareness, I plan to advertise my product both virtually and in person. I would advertise virtually on sites that are commonly visited by parents such as instagram, tiktok, and youtube. I would also advertise in physical spaces like church centers, community centers, and grocery stores to reach maximum visibility. I plan to address resistance to change by talking to community members to understand what they are seeking in a language learning resource. This way I am designing with the communities to address their specific needs rather than imposing a tool onto the community. Through this interaction, I hope to design the magazines to address the cultural values and connections that these communities hold to increase buy-in and show respect for the cultures.

e. Current Trends:

The current trends in language tools are: physical books written in the language, virtual language apps like Duolingo, dual-immersion schools, and multimedia resources like movies, songs, and shows¹. Physical books are common resources however, they are limited in variety, expensive, and only the native speaking parent can engage with these books. Resources like virtual language apps are not appropriate for my target audience of toddlers (3-5) because experts suggest that young children should limit their use of electronic devices to avoid developmental delays (Aplesset, & Aplesset, 2023). Dual-immersion schools are highly effective but are not common in most communities. If a community does have a dual-immersion school, then often times they are expensive and have limited seating. Finally, many families take advantage of

¹ This information is based on interviews I had with parents

multimedia resources like youtube videos or shows, but many of these videos are outdated or they do not have access to them.

f. Opportunity

The opportunity that I am addressing is the lack of resources that engage non-native speaking parents. There are no language resources that have Russian/Ukrainian, English, and Russian/Ukrainian words written in English letters to communicate a story. This is a new development that will mimic language immersion in a household that only has one native language speaker. This is an important element to the product because families are increasingly becoming more bi-cultural meaning that parents might not come from the same culture. This creates a need for a language tool that can involve the non-native speaking parent in language acquisition.

III. Social Impact Model:

a. Vision and Mission

The vision of Matryoshka Magic is to provide families with a resource that will help them feel supported in teaching their native language to their children. We envision a family that feels confident that their child will be able to speak, and relate to their family's languages and culture. Our mission is to support parents in passing down their culture and native language to their children to continue the connection to their heritage through a resource that builds a strong foundation for language and cultural appreciation.

b. Theory of Change

To meet our vision and mission, we believe that if parents can give their children a reliable and fun language learning resource, then their kids will be more likely to enjoy language learning and the support will provide parents with some cognitive relief. Additionally, we believe

that if the non-native speaking parent is involved in teaching the native language, and the native speaking parent will feel cognitive relief as a result of this support, then the native speaking parent will be more likely to sustain language learning. This aims to have the ultimate outcome of developing native language fluency in children so that they can remain connected with their family's heritage.

c. Logic Model

i. Inputs:

The inputs for this product are communication with communities, research on developmental theories and up-to-date pedagogical best practices, and authoring tools. We will conduct surveys and conversations with Russian and Ukrainian communities to understand the specific elements they want in a language learning resource. This data will guide the design process. We will also research developmentally appropriate activities to ensure that we are creating activities that toddlers can interact with independently. We will research pedagogical best practices to ensure that our delivery of the activities is appropriate and effective. Finally, we will use authoring tools to create sophisticated designs of the magazine. These tools simplify the design process so that we can develop an innovative magazine in less time.

ii. Outputs

Our anticipated outputs include 70% percent of speakers in the community will subscribe to the magazine. We anticipate that 50% of the cultural/language schools will subscribe to the magazine. 85% of the subscribers will engage with the magazine and 80% of parents will provide feedback. Additionally, we expect that 80% of the users will submit their work for competition; this includes schools and family subscribers. We believe that we can meet these numbers because of our direct communication with the community members.

iii. Outcomes

Our intended outcomes are that we expect children of Russian and Ukrainian speakers to develop an appreciation for their native language. Through this appreciation we hope to improve the user's language fluency. Additionally, we anticipate to reduce the cognitive overload of native-speaking parents as non-speaking parents can participate in language learning activities. As a result of this, we also anticipate enhancing family bonding through shared learning experiences. If whole communities are engaging with the product, then we hope that another outcome will be that a network of speakers will develop who learn to speak their native languages together adding to the enhanced bond between speakers. Finally, we hope to establish a continuous feedback loop to improve content and user experience.

iv. Impacts

Our desired impact is that we begin to help parents establish a foundational appreciation of their language and culture for their children. Additionally, we aim to positively influence how children relate to their family's culture and language ideally leading to a long-term preservation and promotion of Russian and Ukrainian language and culture among future generations. We hope to help create a healthy, joyful, and proud relationship between children and their family's culture. Finally, we hope to contribute to addressing the rapid decline in native language fluency by providing accessible and engaging learning language resources for young children and their families.

v. Measurement:

We will measure our impact by providing users with different ways to express what they have learned. First, we will have a submission contest where users can submit some of their work to win a prize. This aims to encourage users to show off what they have learned so that we can

measure whether we are meeting our desired impact. Additionally, we will measure how many users continue their subscription and for how long. This will indicate to us that users who continue their subscription are satisfied with the magazine. Finally, we will have QR codes at the end of each magazine issue for parents to leave direct feedback about what they like and dislike about the magazine. Some of the questions will also ask for parents to indicate whether their child's language development has improved after subscribing to the magazine.

IV. Implementation Strategy

a. Operations

a. Key Activities:

The key activities for this venture are divided into four sections: outreach, research, design, and selling.

- **Outreach:**

Outreach involves connecting with communities to understand their specific pain-points with teaching their children Russian or Ukrainian. This will be part of a needs assessment to compile data about communities to understand what they value about their languages and cultures, what aspects they hope to highlight, which stories they want featured, which life lessons they want passed down, etc. This not only aims to address the communities needs but also address the barrier of resisting change. By incorporating the community's voice and involving them in the design process, I hope to eliminate the barrier of convincing the customers to buy-in to the product.

- **Research**

Research will include pedagogical research, research on up-to-date language development theories, and connecting with experts. This will be important to develop effective

language learning activities and present the activities using best pedagogical practices to maximize retention and understanding. Through our research we hope to connect with experts in child and language development to consult on the best ways to develop our activities. Research is critical for developing effective learning activities.

- **Design**

Once we have reached out to communities and done our research we hope to develop the activities for our magazine. These activities will be supported by a pedagogical framework that is split into three sections: explaining, visualizing, and enacting. The three pedagogical sections support generative learning which guides users to connect new information to their current schema (Hanke, 2012; Fiorell, 2023). The activities are supported by developmental research to maximize the learning outcome and efficiently teach users language learning.

- **Story:**

The first part of the magazine, stories explicitly teaches the users (the children) different words and cultural values through stories. The stories will always have the native language, the native language pronunciation written in English letters, and the English translation, (e.g. привет/ privet/ hello). This was created so that the story could be read in the native language by both parents regardless of their proficiency in the language. The pedagogical intention is for the child to generalize the new information into their current knowledge schema to build recognition.

- **Academic Activities:**

Then activities like fun letter/word searches, letter tracing, matching activities, and coloring a culturally significant character or cutting out and crafting cultural objects corresponds with the visualization element. This encourages users to understand the explicit lesson through a

different means of representation and connect the activities to strengthen the new knowledge learned.

- **Interactive Play:**

Finally, the play activity, or enactment, will involve the user's environment so that they can understand how their language is applied in their world. This helps generalize what they learned and strengthens the connections made during the activities. These activities require no additional preparation and are organized in the magazine so that the parents do not have to dedicate too much time to prepare for the activities. They can be done in a variety of settings that are most convenient for the parents.

- **Additional Resources:**

The parents will be given— through QR codes and website links— resources like songs that correspond with the activity as an additional resource to help their children learn the language and mimic language immersion. Website links and directions for parents to access these resources will be given if parents do not know how to/cannot access the resource via QR codes. These resources encourage the child to practice oral pronunciation in a playful way and saves parents time and money having to find or buy the media resources.

- **Selling**

Once the magazine is designed, we intend to sell it directly to communities. This will include reconnecting with the original communities to present and sell the product. We also intend to market the product on frequently visited websites and apps as well as in physical spaces like churches, community centers, and stores.

Team and Governance

In the start up phase, I am the only team member. However, as the venture expands into different communities, I intend to hire different roles to complete the aforementioned activities. As the product expands into more communities, we will use feedback from the users to inform our product design. Therefore, the **outreach** role will be fulfilled by the users themselves. Next, we will have two teams responsible for **researching** and **designing**. The “content” team will be responsible for researching and outlining the main learning objectives for each magazine. Then the design team will be responsible to present the content through an instructional mode that corresponds with current best practices in instructional design. Finally, we will have a **sales** and marketing team that goes into different communities (online and physical) to advertise and sell the product.

Key Partners:

Key partners for this enterprise in the start-up stage will be libraries, community organizations, and schools.

a. Libraries:

Public community libraries will be an important partner firstly because they are connected with many families and they have a wide network of other libraries. Many libraries host children’s events like story time and all public libraries have children’ sections. With this being said, many libraries have limited language resource books for children. Many parents I have spoken to have indicated that libraries are one of the places they visit to explore resources for their children and themselves; however, many libraries lack the resources to support parents teaching bilingualism. If I were to partner with libraries, samples of my magazines could be lent out through their system which would increase my exposure and act as a “free trial” for families who are interested in teaching bilingualism to their children. This would be a way to give

prospective customers exposure to the magazine without asking for a financial commitment.

Then if they are interested, they can visit our website which will direct them towards our other magazines.

b. Language schools:

A second partner would be language schools. Particularly, Holy Virgin Protection Church Parish School. I chose this partnership because I taught Russian literature and History as well as attended it for 10 years as a child. I have connections with the administration and parents who are experiencing the pain points mentioned above. They would be a vital partner because this institution has access to many families that are within my target audience and often have access to a wider network of schools that can expand my customer segments. Through this partnership, I plan to provide samples to schools who are willing to send the magazines home or use them in their own classes. This exposes the families within the schools' network to my magazines and exponentially increases exposure for the business without having to go to families directly. Finally, if schools support or implement the magazines, the magazines become more legitimate with the schools' backing.

Key Resources:

Key resources for the start-up of this project are categorized into research, design/prototyping, and selling.

a. Research:

The key resources necessary for researching are: Time, technology, experts in the field accessed through my connections at Harvard Graduate School of Education. Next, one of my business values is implementing direct customer feedback into the iterations. I consider this a research resource because it will inform how to develop my key activities

to align more with my user's values. User feedback combined with pedagogical and developmental research will guide how the other resources are used and created. The research legitimizes the feedback by grounding it in academic literature.

b. Design/ Prototyping/ Producing:

The key resources necessary for designing the magazine are authoring tools like Google Doc, Photoshop, Canva, Adobe Firefly (AI image generator), InDesign (Adobe book design), self-publishing resources like Kindle Direct Publishing, and feedback. I create an initial draft of my stories and activities on Google Doc, I illustrate and design any visuals using Adobe Firefly and Photoshop, I assemble the stories in InDesign and publish through Kindle Direct Publishing. All of these resources are accessible through my computer. I need time to create each key activity and in the beginning, while I am a novice, I spend more time learning how to use the resources than I will once I am familiarized with them. Additionally, I use AI to help generate prompts for stories and activities; however, I edit them according to my target users' interests and abilities. Therefore, creative energy is a fundamental resource in order to create engaging activities that my users will want to continue using.

c. Selling:

The key resources necessary to sell my magazine will be community partnerships, website development applications, time, and technology. I plan to advertise in community centers, libraries, and online spaces therefore, I will need permission or strong connections with these spaces to advertise my product. I plan to sell my product through my website so a developed website is necessary to clearly and simply guide buyers to my

product. Directly selling to customers will require a lot of time to connect and convince them to try my product.

VI. Value Proposition:

I propose a solution to make bilingual learning that is fun for kids and easy for parents. My product aims to bring values such as increased reputation for the children, and saving time and money for the parents who are teaching bilingualism. These values are important for my demographic because they are parents who experience a lot of cognitive load due to busy schedules, pressures to maintain native languages, and no resources to help them teach bilingualism.

a. Saving Time:

My market consists of parents who are, at the very least, parenting and teaching their kids another language. Most of the time the parents deprioritize language learning because it takes away from family time, it takes too much time for the parents to think of activities, or other activities take the space of language learning. Furthermore, based on feedback from my focus group, they recognize that teaching their native language needs a lot of time and it is daunting for parents to think about. One parent I spoke to spends 3 hours during Saturday morning doing “Russian School” with her child. She creates the lessons and activities and exclusively teaches her child. All together, she spends about 5 hours a week just planning and implementing this activity to increase her son’s exposure to Russian. Additionally, if the monolingual parent cannot contribute to language learning then that takes away more time from the bilingual parent instead of evenly distributing responsibility. Therefore, my magazine aims to address the value of saving time. It does so by neatly organizing activities that children can do independently, or scaffold

activities for parents and children, and always includes English and Russian/Ukrainian pronunciation in English for the non-speaking parent to contribute to the process. Furthermore, some elements of the magazine include games and activities that can include the whole family so that language learning can be more immersive and infused into the existing schedule of the family. Finally, the magazine aims to be easy and fun for children with minimal preparation so that it can be spontaneously implemented into their schedule e.g. a parent is making dinner, and they give their child the magazine while they wait for dinner to be ready. Finally, this magazine saves parents time looking for resources to guide language learning. My focus group parents explained that they will spend on average 2 hours looking for books and resources only to find limited selections, outdated materials, or large costs.

b. Saving Money:

Many of the parents I spoke to were frustrated that toys from their country and books in their language were either inaccessible or extremely expensive. I spoke to one parent who said that she only buys toys and books when she visits her native country because that is the only way she can find them at a reasonable cost. Cost is a serious barrier for parents, but resources, toys, and books are crucial for language acquisition because it exposes children to the values, history, and logic of their parent's culture. Additionally, it can relieve parents of the cognitive load to speak their language because they do not have to think of stories or narratives on their own. My magazine aims to address this value by condensing most of the resources into one package. Therefore, instead of buying multiple resources, they get it all in one. It also saves them money by incorporating translation and phonetics. Some parents shared that their monolingual partners were using language apps to help with teaching bilingualism, but with my magazine, the parent will be able to engage with speaking and learning alongside their child by having the native

language, English translation, and phonetics. Finally, the product will be made in the USA which should reduce cost significantly because the resources are not being shipped from across the globe.

c. Improved Reputation:

Lastly, my product aims to support the value of increased reputation by supporting their bilingual learning in a monolingual society. If we meet our anticipated impact of supporting language fluency, then we will have helped users stand out in a society where the majority of people only speak English. Being bilingual greatly increases economic opportunities because the monolingual system of the United States creates a demand for multilingual speakers with very little supply. Additionally, Russian and Ukrainian speaking communities value people who can continue speaking their language despite living in the United States because they put in effort to stay connected with their heritage².

VII. Customer Segments:

To begin, I am focusing on Russian speaking families in Hudson Valley, NY. I chose to focus on Russian speaking families because I am connected to those communities and thoroughly understand their pain points. Additionally, Hudson Valley has many pockets of Russian speaking families, schools, churches, and community centers that can be points of access to the network of families, schools, churches, and centers in other communities. Additionally, My customers segments are split into two different categories: payers and end users.

a. Payers:

These customers are the ones determining whether to purchase the product or not; these include parents and schools. my customer segments are families with one bilingual parent in the family. They are oftentimes educated and working and have lived in the USA for many years. They are

² This is based on my own experiences as a Russian and Ukrainian speaker

families with young children who are just beginning to learn bilingualism and the monolingual parent either supports bilingualism or is actively trying to learn the native language themselves. I am also focusing on families that send their children to daycare because they have the greatest need for an effective and efficient resource due to their children's rapid decline in maintaining their bilingualism. Schools would be paying customers who choose to plug the magazines into their curricula. These schools are often associated with a church and have administrative teams and teachers. I would need to persuade the administrative teams that my magazine is effective enough to supplement or completely replace their in-house curricula. To do so, I would need the support from parents and teachers who are either familiar with the product or believe it meets the students' needs and learning goals.

b. End Users:

The end users are the children of the native-speaking parent and students of the schools. They are 3-5 year olds who are growing up in mixed cultured households and go to English speaking daycares. At this age, learners have short attention spans. Therefore, the activities need to be engaging and interesting so that the end users want to return to the magazine. Otherwise, if the end users do not enjoy the magazine, then the parents will terminate the subscription.

The next step would be to expand our segments to people outside the Hudson Valley. I hope to do that by accessing my key partners' network of other schools and Russian speaking communities. My key activities are easily transportable and relatively no change in the key activities or key resources will be needed to support scaling to greater communities.

Additionally, another resource to expand my customer segment will be social media through influencers who reach a greater population of Russian speaking families across the USA who are

not connected to Russian community organizations.

Customer Relations

a. Short Term:

My initial customer relations will be visiting schools, community organizations, and churches to directly sell my product to the families within the community of my initial customer segment. These will be my initial customers who I will keep direct contact with to ensure that they are satisfied with the product. They will also help inform the next iterations of the product based on what needs they want met. I will have access to these families through my partnerships with the schools, libraries, and community organizations. This direct connection to my initial customers will also act as my feedback resource. In libraries, I will have QR codes for my users to give feedback on what they want in the next version of the product. I have direct communication with all my users/customers and reach out to them constantly about different ideas or iterations for feedback.

b. Medium:

As my customer segments expand to regions outside the Hudson Valley, I plan for my customer relations to evolve to the medium stage where 50% of my customer relations are direct sales, and 50% website sales. Eventually, I hope to be able to generate enough word of mouth through my partnerships and my social media partnerships that future markets can access my product through my website. Given that my product is a subscription based product, I plan to direct all customers to my website where they can buy more books to further their child's language learning.

However, at this stage, I anticipate that 50% of my relations will be website traffic as a result of word of mouth and social media rather than me directly bringing them to the website. At this

stage, I also plan to calculate ads posted on my website as a part of my revenue (I will get to this later).

c. Long:

In my last stage, my customer relations will be 25% direct sales, and 75% website sales. I will continue selling directly to my largest customers, but the majority of my customers will be directed to my website through word of mouth or social media partners where they can subscribe to my service. This way, I intend to gain more customers through more efficient and effective sales strategies. I intend to preserve the emphasis on feedback throughout the stages of customer relations because it helps keep the product fresh and relevant. This will also encourage customers to sustain their subscription to my product.

Channels

a. Libraries:

I plan to reach my customers by using my partnerships with libraries where I display posters, advertise my product through library newsletters, and loaning out my magazine through the library system. I hope to put up a display of the innovation and let parents explore and test the “MVP” in their homes or in the library. By “donating” the innovation to these spaces the parents take on no financial risk; it's essentially a free trial. There will be a QR code where parents can leave feedback about the product and explore other magazines.

b. Posters in the Community:

Another channel is displaying posters with a QR code that directs viewers to my website and placing these posters in churches and spaces where Russian speakers congregate. I will do this because posters are a small cost, but these locations get many people visiting from my target audience. It is a passive way to get attention directed towards the website and the product.

c. Social Media:

Next, I will use social media and social media influencers to increase my reach to other parents that I do not have direct access to or who are not members of the different culture organizations. I will do this because many parents in my target demographic are on social media and use social media to inform their parenting skills and explore new parenting products or products for their children.

Finances:

Cost structure

a. Start Up Costs:

My start up costs include a print prototype of my magazines. These are the books that will be sent as a sample to my partners to use in their communities or to lend to patrons. I will also need to consider the initial costs of setting up a website to host my product. The total = \$200

b. Fixed Cost:

Staff	Hours/Weekly	Hourly Rate	Monthly Expenses	Yearly Cost
Designer (Me)	40	\$25	\$4,000	48,000

Equipment	Type	Monthly Cost	Yearly Cost
Adobe Photoshop	Monthly	\$22.99	\$275.88
InDesign	Monthly	\$22.99	\$275.88
Adobe Firefly	Monthly	\$4.99	\$59.88
Google Docs	N/A	Free	Free
Amazon Account	Yearly	\$11.58	\$139
Website Domain	Monthly	\$36.00	\$432

Total	--	\$86.97	\$1,182.64
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c. Variable Costs:

Marketing and advertising, as well as using social media will be a variable cost depending on how much visibility I hope to generate outside of my partners and word of mouth.

Marketing Category	Cost
Micro-Sized Influencer (10,000-100,000 followers)	\$100-\$500
Macro-Sized Influecner (100,000-500,000 followers)	\$500-\$5,000
Total:	\$205-\$5,105

Revenue Streams

To begin, my main source of revenue will be funding from family, investors, or grants that support language learning in early childhood. I hope to raise \$50,000 to fund the first year of development. This will cover the initial cost of starting the business, developing the content, and reaching my initial customer segments. Ideally, this will lead to my next stage of revenue: the transaction of selling the product. This will be a subscription based model where parents sign up and get monthly packages of these magazines. Based on the aforementioned costs, it will be about \$9.24 to produce one book; therefore, a monthly subscription will cost about \$50 a month for 4 magazines (12.5/book). This is a reasonable cost for parents who otherwise have very few affordable language learning resources. This type of financial model is appealing to parents because it saves them time by automatically charging them for new magazines every month. Another source of revenue will be advertisements placed on my website. Once my business's

customer relations are primarily through my website, advertising space will be sold to relevant advertisers or sponsors targeting parents who access my website.

IV. Financial Projections

In the first year, my costs will amount to about \$51,682.64. This includes paying myself, paying for the fixed costs, and the average cost of marketing. My plan for the first year is to sell 4,320 magazines. There are about 60 families in the language schools and there are 3 language schools in the area. Each family has on average 2 children in my age range. If I can sell a year's worth of magazines to each family (12 books/per child) I can sell 4,320 magazines. If each book is \$12.50, then I can earn \$54,000 in the first year.

V. Phase One Action Plan & Strategy

First, I will go into the communities and survey parents and educators on what kind of learning activities they would like to have in the magazine. I will then research up-to-date language learning practices and pedagogical approaches in language learning. This will inform my official prototype for the pilot magazine. I will develop the prototype based on the surveys and research and present it to any investors, grants, and donors. Each month, I will develop new magazines to send to subscribers. Simultaneously, I will have a website developed to have a place to direct potential buyers. Then I will present the product to school officials, libraries, parents, and children to “test” out. If they like it, I will direct them to the website where they can purchase the magazine and begin their subscription. I will continue directly selling and advertising my product in the community to generate more visibility of my product. If I do not meet my quota for the year through direct sales, then I will advertise on social media via influencers and advertisements.

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